



ON THE QUESTION OF THE PHONETIC ASPECT OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO STUDENTS-INOPHONS FROM UZBEKISTAN

Kadirova Sogdiana Rashidovna

Kokand State Pedagogical Institute Uzbekistan, Kokand

Annotation

The article discusses the main difficulties that are possible in the process of teaching foreign students of non-philological specialties in the first year, whose native language is Uzbek. Understanding the features of the system of morphology and phonetics of the Uzbek language makes it possible to select relevant tasks and correctly set learning objectives in the classroom in Russian as a foreign language.

Key concepts: phonetic interlingual transfer, category of gender, culture of oral and written speech, communicative competence.

At present, according to the results of test control upon admission to higher educational institutions, foreign students are identified with different degrees of mastering the Russian language, learning the phonetic system, introducing a grammar course in order to correct the Russian language, etc.

According to the latest data, there is a problem in the universities of Uzbekistan related to the study of Russian as a non-native language. Many students have difficulties in mastering the Russian language due to the language barrier. This complicates the learning process, and in some cases makes it impossible. Today, in educational institutions where Russian is studied as a non-native language, there are a number of problems associated with its study. One of these problems is the low level of students' knowledge of the phonetic side of the Russian language, etc.

In this article, we will consider the difficulties that arise in the process of mastering the Russian language in the first year of the Uzbek students of non-philological specialties. A number of aspects should be noted that explain the poor mastery of Russian speech by Uzbek students. The main difficulties faced by first-year students studying Russian are the following: ignorance of Russian phonetics, inability to distinguish speech sounds; inability to distinguish sounds in words; inability to determine the stressed syllable; inability to



correctly convey sounds and letters in writing; inability to distinguish parts of speech of the Russian language; inability to write words with unverifiable spellings, expressed by the letters of the Russian alphabet. For example, in the Tashkent State Medical Institute in 1997 there were more than 10 thousand of them, and in 2007 - only 6 thousand. Due to the demographic decline in Uzbekistan, there are not enough teachers of the Russian language, especially in older groups. A certain part of foreign students have limited knowledge of the Russian language. However, as a foreign language, it is studied in gymnasiums, lyceums, colleges and universities with teaching in Russian. In Uzbekistan, there are all conditions for learning the Russian language. It is studied in all schools, secondary specialized and higher educational institutions, as well as in the system of secondary and higher professional education. Russian as a foreign language is studied by state and non-state educational institutions.

One of the reasons for the difficulties in learning the Russian language by foreign speakers in Uzbekistan is the peculiarity of the native alphabet (Uzbek) Takkvu I In the Russian alphabet, students perceive it as the letter U in the Uzbek alphabet and pronounce it like [y]. Also, the Uzbek alphabet lacks the letter "x", which corresponds to the Russian "x". Therefore, there is a need for students to acquire the skills of pronunciation of letters and spelling of words. Learning to write and read in the Uzbek language includes mastering two ways of writing: Arabic and Latin. When teaching Arabic writing, students can use the following guidelines.

2. When writing and reading, the use of only the Arabic alphabet without letters of the Latin alphabet should be avoided.
3. When writing the letters of the Arabic script, it is necessary to use Latin transcription (if possible).
4. When learning an Arabic text, it must be read aloud, highlighting stressed syllables with your voice.
5. When writing, spelling rules must be highlighted.

At the initial stage of learning Russian as a foreign language, students have a considerable number of errors due to interference and minimal experience in writing, listening, etc., then initially it is worth paying special attention to the phonetics and morphology of the Russian language.



Phonetics (sound pronunciation) and orthoepy (correct, literary, pronunciation norm) are the first steps in language acquisition, at which students may have difficulties, therefore it is at these steps that should be taken into account: the vocabulary of the Russian language as a foreign language, lexical units, borrowings, archaisms and historicisms, obsolete words, phraseology of the Russian language (phraseological phrases, stable combinations), the use of various grammatical forms.

In the process of teaching the phonetic aspects of the Russian language, it is necessary to note a group of phonetic aspects of the Uzbek language. The letter Sh is absent in the Uzbek language, and the sound III is indicated by a combination of the letters "s" and "h" (sh); in Russian, the letter Sh corresponds to the solid sound Sh. Often, foreigners confuse the letters sh and u verbally and in writing, pronouncing one sound instead of another due to the lack of these sounds in their native language. In the Uzbek language, after the sound [w], the sound [s] is never found (both the letter and the sound [s] are absent in the language). The letter and sound Y are absent in the Uzbek language, therefore, after the sound III, we never meet the sound Y. All of the above becomes a significant obstacle for foreign students when pronouncing and writing words, where we write the letter I after III, but pronounce [s], because the letter combinations ZhI, SHI, QI foreign students do not pronounce [zhy], [shy], [tsy], and [zh'i], [sh'i] and [ts'i].

The solid sound Ts is also difficult to pronounce, because in the Uzbek language the letter C is absent as a separate element of the alphabet and is found only as part of the digraph Ch. The letter C in Russian is equivalent to the combination "ts" in the middle of a word after a vowel in Uzbek, in other cases - the letter "s". Due to the lack of sufficient knowledge of the grammar of the Russian language in the process of writing dictations, foreigners write the combinations "tsya / tsya" as "tsa". The letters "yo, yu, ya", which are separate letters in the Russian alphabet, denote two sounds at the same time, in the case of the Uzbek language, the combinations "yo, yu, ya" are equivalent to them. This is a special reason why foreign students should pay special attention to the spelling of Russian words with the letters "e, e, u, ya", because when listening to a text, students can write two separate letters (not a tree, but a yolka) instead of one; instead of the sound [e], they can pronounce [e].



And as a result, one of the main factors of errors in the written language of Uzbek students is the absence of a soft sign or its use in words where it is not needed. The crux of the matter lies in the fact that this sign is completely absent in the Uzbek language, therefore it is obligatory to explain cases with the use of a soft sign in words belonging to certain parts of speech (for example, in individual substantives after the consonant l; before e, e, yu, i and etc.). Separately, it is worth focusing on writing a soft sign in affixes and inflections of verbs (the reflexive affix -s-, the infinitive affix -r-, the endings of the second person singular -eesh, -ish), the lack of a soft sign after the past tense affix -l-, in the form of the third person singular (-et, -it). Combinations of "sit and ss" are also difficult in understanding the perception of foreigners. So, phonetic tasks in the Russian language must meet the peculiarities of the phonetic system of the Uzbek language and be tuned to develop speaking skills, as well as all sounds. However, special attention should be paid to the pronunciation of the vowel sound [s], soft and hard consonants (primarily hissing and [ts]), stress in words and the pronunciation of the combinations "zhi, shi and qi". Knowledge of the phonetic system of the Russian language and good pronunciation skills for foreign students are the foundation for further study of grammar and successful mastering of the course. *Единоновременно с занятиями по фонетике на первичном этапе обучения языку большое значение имеет изучение морфологии.* Considering the features of inflections of adjectives, it is necessary to consider with students those adjectives that have soft (-th, -th, -her, -th) and hard (th, -th, -th, -th) declension options. A certain number of complex moments is also revealed when studying the verb. For foreign speakers whose native language is Uzbek, it is difficult to differentiate perfective and imperfective verb groups (for example, play and lose), this is due to the lack of a specific category in the Uzbek language (it also does not have an infinitive form) [1]. The place of some of the most difficult topics is occupied by such as: "Spelling of prefixes pre- and at-", "Spelling of particles not and neither", "Hh and H in adjective and participle affixes", etc. It is indisputable to conduct dictations to monitor the level of organization of habits spelling. In summing up, it should be noted that teaching Russian as a foreign language in Uzbekistan involves diligent and consistent work on various sections of the language (primarily phonetics, morphology, vocabulary,



spelling), as well as on increasing the indicator of students' speech culture (in the professional field).

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